

# MY FIRST FACT SHEET

This is a test

## IMPACT POINTS

### **Students who participate in the arts are 40% more likely to have diverse friends.**

Participation in arts activities increases tolerance. 12th graders who participate in the arts are 40% more likely to have friends from different racial groups and 29% less likely to feel that it is ok to make a racist remark.

### **40% feel more positive about their community after taking part in the arts.**

Participatory arts projects celebrate local culture and heritage, making marginalized groups more visible and promoting positive community connections. In the UK, 40% of participants felt more positive about where they lived after participating in an arts activity.

### **Students who participate in the arts are 5x less likely to drop out.**

Students excited by school stay in school. Low-income students who participate in the arts, both in school and after school have a drop out rate of just 4%--5x lower than their peers.

### **4 out of 5 young adults were more likely to vote after engaging in the arts.**

The arts make young adults more civically engaged. 78% of young adults who had arts-rich experiences were more likely to vote or participate in a political campaign.

### **The arts improve your critical thinking by up to 18%.**

Just looking at art improves your ability to think critically. Students from high-poverty schools, according to one study, experience an 18% effect-size improvement in critical thinking about art after a 1 hour tour of a museum.

### **Arts-engaged kids average 100 points higher on their SAT.**

Students who take four years of arts and music classes average almost 100 points better on their SAT scores than students with only a half-year or less.

Catterall, J., Dumais, S., & Hampden-Thompson, G. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies. (Research Report #55). National Endowment for the Arts. Retrieved 20 January 2018 from <https://www.arts.gov/sites/default/files/Arts-At-Risk-Youth.pdf>

Stern et al., 2001.

ibid.

Catterall, J., Dumais, S., & Hampden-Thompson, G. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies (Research Report #55), 21. Washington, DC: National Endowment for the Arts.

Greene, J. (2014). The Educational Value of Field Trips. Education Next. Retrieved 16 May 2023  
<https://www.educationnext.org/the-educational-value-of-field-trips/>

Arts Education Navigator: Facts & Figures.

## EXAMPLES OF PRACTICE



### WASH AWAY YOUR FEARS

Provincetown

Wash Away Your Fears gives people the chance to make the intangible tangible through writing their fears on the ground with chalk and then symbolically washing them away with a bucket of water and a broom.



### STEMARTS@PASEO

Taos

The STEMarts@PASEO Youth Program is an education initiative that selects seven Paseo artists whose work uniquely integrates science, technology and/or engineering in their art making process. Each artists give an on-hour demo/Q&A to a middle and/



## THE ALTERNATIVE ART SCHOOL

New York

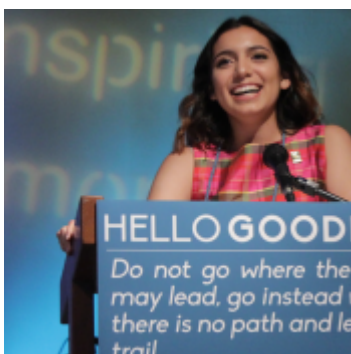
The mission of The Alternative Art School founded by Nato Thompson is to provide an affordable program that provides a visionary faculty and intimate class sizes.



## COMMUNITY DESIGN LABS

Chicago

The Adler Planetarium's Community Design Labs are flexible spaces for guests to play, come up with and test ideas, create art, and reflect. Each Labs has its own theme: play, art, social science, and history. All Community Design Lab spaces are



## SAY SÍ

San Antonio

SAY Sí strives to have each student artist become a productive and thoughtful citizen by enhancing their social, academic, cognitive, and vocational competencies and improving their

self-esteem and self-identity.

## READING LIST

### [The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies](#)

Catterall, James S. Catterall, James S.

**Publication Year:** 2012

This report examines arts-related variables from four large datasets -- three maintained by the U.S. Department of Education and one by the Department of Labor -- to understand the relationship... [Show More](#)  between arts engagement and positive academic and social

[Show Less](#)

### [Arts Facts: Advantages of Arts Learning Continues Over Time \(2017\)](#)

Americans for the Arts, 2017

**Publication Year:** 2017

This Arts Facts one pager provide data to support the connections between high involvement in the arts learning and general academic success.

### [Arts Facts: Improved Academic Performance \(2017\)](#)

Americans for the Arts, 2017

**Publication Year:** 2017

The Arts Facts one pager presents data suggesting students who participate in the arts, both in school and after school, demonstrate improved academic performance and lower dropout rates.

## ORGANIZATIONS

### [BUFFALO PUBLIC SCHOOLS](#)

### [CREATIVE YOUTH DEVELOPMENT NATIONAL PARTNERSHIP](#)

A partnership of organizations working in concert with the broader field to drive collective action in three strategic priorities to advance creative youth development.

### [NATIONAL ART EDUCATION ASSOCIATION](#)

The leading professional membership organization exclusively for visual arts educators advancing visual arts education to fulfill human potential and promote global understanding.

## THANK YOU TO OUR SPONSORS



The Arts Impact Explorer was made possible thanks to the generous support of the Mellon Foundation and the National Endowment for the Arts. Additional support provided by the Doris Duke Charitable Foundation.

## LEARN MORE

[AMERICANSFORTHEARTS.ORG/SOCIAL IMPACT](https://AMERICANSFORTHEARTS.ORG/SOCIAL_IMPACT)

This fact sheet was developed as part of the **Arts + Social Impact Explorer**

